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ABSTRACT

The author surveys the legal and educational developments that have focused attention on the child with limited English who also is physically handicapped or emotionally disturbed and describes some of the current methods being used to deal with this child. An historical review offers an overview of some of the critical happenings leading to present legislation and educational policies. Events from 1964 to the present are traced. A chapter on parent and community support focuses on the use of parents as paraprofessionals and the expansion of existing models for delivering mental health services to minority language communities. Basic principles which guide the design of any staff training program are examined in a third chapter: characteristics of the instructional program, characteristics of the students to be served, and the set of skills needed by instructional personnel working with the specified students in programs. One model for teacher training, the Diagnostic Special Education Personnel Preparation Program, is described. A fifth chapter considers four propositions which merit consideration in designing curriculum reflecting a multicultural multilingual society and offers descriptions of 18 bilingual special education programs including Acoma Early Intervention Project, Responsive Environment Program for Spanish American Children, and Comprehensive Hearing Impaired Reception Program. A final chapter considers some of the available bilingual materials. A list of references concludes the document. (SBH)

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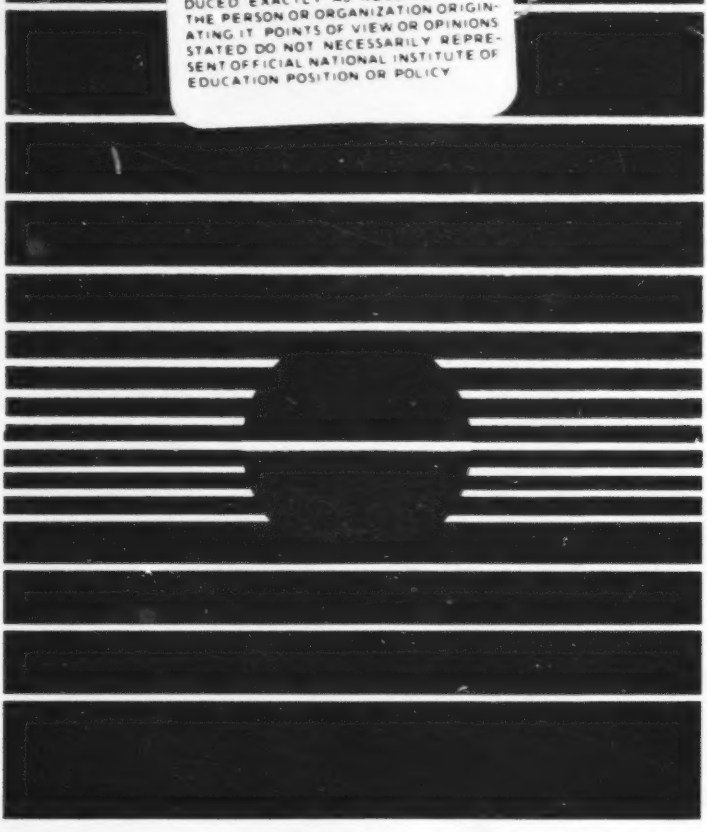

Special Education Needs in Bilingual Programs

By VICTORIA BERGIN

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NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION

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Foreword

Schools in this country have only recently begun to address the needs of the limited English proficient child who is physically handicapped or emotionally disturbed. In this work Dr. Victoria Bergin surveys the legal and educational developments that have focused attention on this child and describes some methods currently being used. She discusses the significance of community and parental support and suggests ways to facilitate this support. One of the most critical issues that have arisen is the need for teachers trained both in bilingual education and special education; Dr. Bergin describes an interdisciplinary approach in these two fields. An especially valuable section of the book is the description of projects which have been implemented across the country; this chapter provides ideas and insights for communities and educators who are beginning programs. Dr. Bergin concludes with a discussion of materials development and suggests some valuable resources.

Dr. Victoria Bergin is assistant superintendent for basic curriculum development in the Houston Independent School District. She holds a master's degree in special education from the University of Kansas and a Ph.D. in education, with a specialization in administration and bilingual multicultural education, from the University of Houston. Dr. Bergin has served as a consultant in bilingual education at the federal, state, and local levels and has lectured at various colleges and universities throughout the United States on administration, curriculum, and related topics.

One of the activities of the National Clearinghouse for Bilingual Education is to publish documents addressing the specific information needs of the bilingual education community. We are proud to add this distinguished title to our growing list of publications. Subsequent Clearinghouse products will similarly seek to contribute information and knowledge that can assist in the education of minority culture and language groups in the United States.

National Clearinghouse
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Special Education Needs in Bilingual Programs

Introduction

Two groups of children are currently the focus of much educational and legal controversy: minority language children and handicapped children. Laws, court decisions, and visible advocacy groups have brought the needs of these children to the public eye, highlighting the failure of our public school system to serve them in appropriate programs. This issue is further complicated because some children both speak minority languages and are handicapped. They require special education methods which are relatively undeveloped.

Concern for these children is not a new phenomenon. Professionals involved in the education of minority children have been anxious about their assessment and corresponding placement for many years. In 1965, a comprehensive study was conducted in Riverside, California to locate all mentally retarded persons residing in the community and describe them by sex, ethnic group, and socioeconomic status (Mercer, 1973). Specifically, the study sought to discover who the mentally retarded persons were; how they were labeled; and which community agencies did the labeling. On comparing the results of the survey, several important facts came to light. They are listed below:

1. Public schools were the major labelers.
2. Public schools shared their labels widely with other agencies.
3. Public schools labeled children as mentally retarded chiefly during the elementary grades.
4. Black and Spanish-surnamed children were more likely to score seventy-nine or below on an I.Q. test than Anglo children.
5. Among those scoring below seventy-nine on an I.Q. test, children who were Spanish-surnamed and who were from low socioeconomic levels were more likely to be placed in special classes.
6. Only 19 percent of the children placed in classes for the mentally retarded ever returned to the mainstream school program.
7. Black and Spanish-surnamed children were "over-labeled" as mentally retarded, and Anglos were "under labeled."

These findings were widely disseminated. They were not unique. The years that followed yielded thousands

of pages of documentation relating to the overrepresentation of non-English-speaking students in special education classes, particularly classes designed for the mentally retarded. These activities came when there was increased political pressure on public schools to examine their procedures for labeling children. Assessment procedures and specific instrumentation were all evaluated in terms of their discriminatory potential.

Proposals for developing nondiscriminatory testing procedures emerged. If schools were indeed the primary labelers of mentally retarded youngsters, if 81 percent of these youngsters never returned to regular classrooms, and if Spanish-surnamed youngsters were overrepresented in special education, it is no wonder that parents, educators, and civil rights organizations charged schools with discrimination.

Subsequent lawsuits resulted in legislation to provide equal access to education through appropriate programs for handicapped students with limited English proficiency (LEP). The impact of this litigation on public schools resulted in expanded and often cumbersome administrative procedures which, while ostensibly aimed at appropriate placement for minority language, handicapped students, often served to protect districts from lawsuits.

In 1974 the Supreme Court, in *Lau v. Nichols*, ruled that "there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education." In the summer of 1975, the U.S. Office of Education and the Office of Civil Rights jointly issued the findings of a task force which was established after the Lau decision. These findings, subsequently known as the "Lau remedies" (HEW Memorandum, 1975) outlined procedures for identifying, assessing, and placing students in programs appropriate to their linguistic and educational needs. The impact of the Lau remedies was felt in school districts throughout the country as bilingual programs expanded. The focus on bilingual instruction led to increases in bilingual teacher training programs, bilingual textbooks, bilingual testing instruments, and bilingual support services.

At this point, an unusual phenomenon surfaced. Bilingual teachers began to complain about the increased placement of handicapped youngsters in bilingual classrooms. In an almost complete turnaround from the days in which discriminatory overrepresentation of minority language youngsters in special education classes was the issue, there emerged a concern that minority language youngsters who also needed special education were not being appropriately screened or placed.

Reasons for this underrepresentation now focused on the lack of appropriate instrumentation and, more specifically, on the lack of bilingual special education teachers. The critical shortage of suitable and effective bilingual instructional materials was paralleled by the even greater shortage of appropriate bilingual special education materials. Considering the lack of adequately trained special education support personnel, such as psychologists, counselors, speech therapists, etc., sensitive to linguistic as well as cultural differences,

one can only imagine the even greater shortage of bilingual personnel in the same fields. Finally, the exploratory state of the art, in terms of language assessment throughout the country, certainly precluded any easy solutions to problems related to the education of minority language, handicapped students.

Because bilingual programs were being mandated, and because there were no bilingual special education support services available, the bilingual classroom was too often regarded as the "best" placement for these students. Minority language, handicapped children might be given two equally inappropriate choices: placement in overcrowded bilingual classrooms or placement in English-only special education programs. The dilemma remains unresolved. Are linguistically different children being placed in special education classes in disproportionate numbers because of their inability to speak English? Are linguistically different children being excluded from appropriate special education programs because of a school district's fear of litigation or lack of resources? Are linguistically different, handicapped children being placed in bilingual classrooms because bilingual special education programs are not available?

Bilingual education, as well as special education, has emerged as an area of great controversy. In attempting to interface the two disciplines, we are forced to address political, pedagogical, and administrative problems which have not previously been dealt with. Both disciplines reflect the changes which our educational value systems have undergone. Attempts to address the education of minority language groups through multicultural and multilingual programs have been the preliminary results of these changes. Because of attempts to address the education of all exceptional children, including minority language children, these two separate disciplines have expanded tremendously. It was inevitable that the two would meet at a crossroads.

Throughout the confusion of legal, political, and pedagogical conflicts, the teacher has borne most of the burden of accountability. The special education teacher is trained to function within that specific area of expertise. The bilingual teacher is trained to operate within a classroom setting using two languages. The minority language, handicapped child falls somewhere in between. Somehow both of these teachers, reflecting two disciplines, will have to find a meeting ground to address the needs of this child.

Will a new field of bilingual special education emerge? Will both disciplines interface cooperatively and implement appropriate administrative procedures? Only time will tell. But for the present, minority language, handicapped students are in our classrooms. Who is to serve them?

Amidst the uncertainty, and despite cumbersome, often paralyzing administrative procedures, some school districts, universities, and teachers have taken steps to deal with the problems in the best way they can, given the little knowledge that is presently available. It is the intent of this book to provide some guidance for teachers, counselors, and supervisors working with these children, by describing some of these first steps, in the hope that they will serve as models and inspiration for future creative programs.

Historical Review

What does the law require school districts to do for minority language, handicapped students? Teachers and administrators, caught up in an avalanche of paperwork and ambiguous guidelines, often find that they spend more time evading the issue through "paper compliance" than focusing on the needs of the student. Obviously, a school district is responsible for meeting the needs of *all* its students. In the case of the minority language, handicapped student, however, pinpointing specific responsibility has become increasingly complex. Both special educators and bilingual educators are being asked to respond to demands for which they feel unprepared.

Local practices, of course, must comply with federal and state guidelines. While the federal courts have exercised relatively little direct authority over the actions of schools, recent developments have resulted in an expansion of their influence at the local level. It is important that anyone concerned with educating these students have at least a summary understanding of the historical and legal continuum which will ultimately, it is hoped, lead to the best possible educational opportunities for all children. Without this understanding, one might interpret increased teaching demands and accountability standards as capricious administrative or political interference.

The following pages offer a brief overview of some of the critical happenings leading to present legislation and educational policies. Historically, these events span the confrontations of the mid-1960s when the inequities of our institutions were laid bare and the responsive 1970s when the efforts of our courts and educational systems were directed toward finding ways to ensure equality of opportunity for all children.

1964

The Civil Rights Act of 1964 spoke directly to the educational practices of schools insofar as minority children were concerned. Specifically, Title VI, Section 601, of the Civil Rights Act of 1964 stipulated that no person shall be discriminated against on the basis of race, color, or national origin in any program receiving federal assistance. The intent of this provision was to ensure that all individuals have equal access to federally sponsored

programs. Since many school districts (particularly those with minority students) were recipients of federal funds, this provision obliged districts to submit documentation showing that their programs were nondiscriminatory.

1965-1968

The Riverside study (Mercer, 1971) supported similar findings throughout the country that Spanish-speaking minorities were being assigned to classes for the mentally retarded on the basis of inadequate and discriminatory testing procedures. This widely disseminated study was important because educators, social scientists, and advocacy groups throughout the nation became further aware of the magnitude of the problem and its tragic consequences for minority groups.

In 1968 the Association of Black Psychologists issued a statement calling for a moratorium on the use of psychological tests for placing children from disadvantaged backgrounds (Oakland, 1973). This dramatic position reflected the serious concern over the often irrevocable discriminatory effects of testing practices.

Equality of Educational Opportunity (Coleman et al., 1966) documented the failure of our public school system to provide appropriate educational programs for all students. The revelations of this report added fuel to the fire already raging throughout the United States: our schools were not meeting the needs of all our students; testing procedures were questionable; and minority students were bearing the brunt of the schools' inadequacies.

Passage of the Bilingual Education Act of 1968 provided a legal way to address the needs of minority language children through bilingual instruction. Specifically, Section 702 of the act stated that:

> In recognition of the special educational needs of the large numbers of children of limited English speaking ability in the United States, Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary programs designed to meet these special educational needs. For the purposes of this title "children of limited English speaking ability" means those who come from environments where the dominant language is other than English.

Through the Bilingual Education Act, monies were provided for the establishment of bilingual instructional programs, development of bilingual curriculum and materials, and bilingual teacher training. Such monies provided legal encouragement for school districts to develop alternative educational programs for minority language students.

1969-1971

In 1970 and 1971 two reports, *Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest* and *The Unfinished Education*, were made public. These reports were part of the U.S. Commission on Civil Rights' Mexican American Education Study which sought to comprehensively assess the nature and extent of educational opportunities available to Mexican Americans in the Southwest. Data collected from 1968 and 1969 HEW surveys pursuant to Title VI of the Civil Rights Act of 1964 were summarized. The letter of transmittal for the first report states:

The report deals with a subject about which little is currently known. Further, we believe the report can be of help to federal, state, and local officials, as well as to all Americans concerned with problems of equal opportunity, and we wish to make the report available to them before the start of the coming school year. In addition, national attention is currently focused on the educational problems of Mexican Americans and the commission is anxious that its report contribute to the public dialogue.

Indeed public dialogue did follow. Specific concerns relating to language minorities were given wide public hearings. Parents, educators, and legislators exerted pressure to increase the base of funding for bilingual programs.

Diana v. *California State Board of Education* (1970) was a landmark case which had a significant impact on language assessment policies. The placement of nine Mexican American students in classes for the mentally retarded was at issue. The students had been placed on the basis of I.Q. scores derived from administration of the *Binet* or *WISC*.* After being retested bilingually, the students no longer fell within the mentally retarded range.

An out-of-court settlement of the *Diana* case called for a revision of placement procedures to include testing in the home language. Furthermore, the state department of education agreed to reevaluate Mexican American and Chinese American children, already in mentally retarded classes, in their home languages.

Besides *Diana*, other cases (*Covarrubias*, 1971; *Arreola*, 1968; *Guadalupe*, 1971) raised the issue of the inappropriate use of standardized intelligence tests to place children in classes for the mentally retarded. Plaintiffs argued that the net result of these instruments was to produce racial and linguistic imbalance in these classes. An out-of-court settlement of the *Guadalupe* case provided many of the same provisions agreed to in *Diana*, namely, acknowledgment of the disproportionate number of Mexican American and Yaqui Indian children in classes for the mentally retarded and the order to reduce that number systematically within a certain time frame.

While initial litigation focused on revised administrative procedures and programs aimed at ensuring equality of educational opportunity, a significant development emerged in the cases *Stewart* v. *Phillips* (1970) and *Covarrubias* v. *San Diego Unified School District* (1971): the concept of awarding damages to students who allegedly suffered irreparable harm because of unfair labeling. Such charges could no longer be assuaged merely by revising procedures. Money was involved, and school districts became increasingly sensitive to their vulnerability. Although no monies have been awarded to date, public awareness of school districts' liability has been stimulated.

Additionally, administrative procedures have been changed on the local level to at least prevent the inappropriate placement of students in special classes on the basis of inadequate tests (Vaughan, 1973). On May 25, 1970, J. Stanley Pottinger, director of the Office of Civil Rights,

*The *Stanford-Binet Test (Binet)* is a revised version of the Binet-Simon scale of intelligence, prepared at Stanford University for use in the United States and normed on a native English-speaking population. The *Wechsler Intelligence Scale for Children* (WISC) is a series of tests, adapted for children, for measuring intelligence and normed on a native English-speaking population.

issued a memorandum stating that "school districts must not assign national origin, minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills. . . ." (U.S. Department of H.E.W., 1970).

The memorandum was a result of months of research and discussion concerning the need to eliminate discrimination against national origin minority children in public schools through immediate civil rights enforcement. A task force was then created to develop enforcement strategies and possible program recommendations which would address each area of the memorandum.

Educators, social scientists, and community leaders, a majority of which were Puerto Rican and Mexican American, were included on the task force. The implications of the Riverside study, as well as other information, were reviewed. The committee concluded that minority children, misplaced in classes for the mentally retarded, tended to fulfill the prophecy and take on the characteristics of mental retardation; that further action was needed to identify discriminatory aspects, other than language, of the assignment process; and that guidelines for nondiscriminatory assessment procedures needed to be developed for school districts to use (Gerry, 1973).

1972-1975

The third U.S. Commission on Civil Rights report, *The Excluded Student* (1972), thoroughly documented the educational system's failure to meet the needs of the Spanish-speaking child. Such documentation was supported by figures relating to the low academic achievement of these students and the corresponding high dropout rate. Investigations into the reasons for such failures pinpointed language as a primary cause. Educational programs had been set up under the assumption that all children came to school with equivalent language skills. Little was being done to accommodate the child with limited or inadequate English skills.

Two significant events occurred in 1974. In *Lau* v. *Nichols*, the Supreme Court found that the San Francisco school system's failure to provide appropriate language instruction to Chinese American students violated their rights under Section 601 of the 1964 Civil Rights Act. In 1975 a task force was established by H.E.W.'s Office of Civil Rights to set up proper assessment and placement procedures for bilingual or non-English-speaking students. Their report (the Lau remedies) outlined assessment and educational approaches which would constitute appropriate affirmative steps for non-English-speaking students.

Specifically, the Lau remedies required that a district implement systematic procedures for (1) identifying numbers of limited English-speaking students within the system; (2) assessing the relative language dominance of those students in both their native language and English; and (3) providing an appropriate instructional program which would ensure them an equal educational opportunity.

Section 613 of the Education Amendments of 1974 (P.L. 93-380) was important because its require-

ments were carefully reviewed by the Office of Civil Rights in developing its own standards for Title VI compliance. Specifically, Section 613 stipulates that "testing and evaluation materials and procedures utilized for the purpose of classification and placement of handicapped children will be selected and administered so as not to be socially or culturally discriminatory."

1975 to the Present

In 1975, P.L. 94-142 was signed into law as a complete revision of Part B of the Education of the Handicapped Act. Additionally, federal regulations prohibiting discrimination on the basis of handicap (Vocational Rehabilitation Act, Section 504, 1973) became effective in 1977. Both measures constituted landmark legislation for handicapped children since they required that these children be provided a free, appropriate public education. An understanding of these two measures is essential to anyone working with handicapped children, particularly minority language, handicapped children, since they in fact summarize the legal framework within which each district must operate.

Section 504 is essentially a civil rights law with the U.S. Office of Civil Rights empowered to oversee activities. This is an important aspect since the Office of Civil Rights primarily addresses individual grievances and is staffed to handle such grievances through legal channels. Like Title VI of the Civil Rights Act of 1964, Section 504 covers all federally assisted programs and institutions, and its client population includes children as well as adults. Specifically, Section 504 states that "No otherwise qualified handicapped individual in the United States shall, solely by the reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under programs or activities receiving federal financial assistance." Minority language children are not necessarily exceptional or handicapped children. Although they may be entitled to a bilingual or English-as-a-second-language program in order to learn to their full capacity, such programs are not considered special education programs. However, these same children may also be handicapped or exceptional and thus entitled to both bilingual assistance and special education services. In either case, their linguistic abilities must be taken into account.

In contrast to Section 504, P.L. 94-142 is an education finance law. It provides a formula for allocating federal funds to states implementing programs for handicapped children. The Bureau for the Education of the Handicapped is responsible for enforcing P.L. 94-142. While Section 504 is overseen by the Office of Civil Rights and is more responsive to individual grievances, the Bureau for the Education of the Handicapped addresses educational clients such as state education officials and school administrators. Grievances, then, are apt to be examined in terms of guidelines and revised administrative procedures, not the personal grievances of individuals.

P.L. 94-142 was a milestone in the struggle for the rights of all children to an education. As we have seen from this brief historical review, recognition of the needs of linguistically different, handicapped children

has not been easily attained. It has taken the advocacy of educators, lawmakers, attorneys, and parents to develop protective legislation that guarantees these children a free and appropriate education to meet their unique needs. P.L. 94-142 now mandates that all aspects of an educational plan (curriculum, assessment, and the individual program) be tailored to the student's unique needs, including linguistic ability. In order to do this, the local district must provide the proper staff capable of supplying such services in the child's dominant language.

The law now guarantees minority language, handicapped students equal access to education. Special education and bilingual education must come together within the administrative structure of a school system to provide, in practice, what the law requires.

Parent and Community Support

The movement towards meeting the needs of linguistic minority, handicapped children has not been spearheaded by efforts of educators alone, but also by the aggressive advocacy of parents who have insisted that public schools respond to their children's needs. Initial efforts focused on securing public awareness that exceptional children should not be considered curses or burdens; given proper instruction, many of these children can become contributing members of our society.

P.L. 94-142 legitimized the role of the parent as a participating member of the educational decision team. It required that parents be informed of and involved in all decisions regarding testing and placement of their children, and that such testing and placement procedures consider the native language of both parent and child. In effect, P.L. 94-142 forced school districts to readjust administrative procedures to accommodate parent participation and opened the doors for parental input.

However, despite legislation and parent involvement in political arenas, minority language parents have been conspicuously uninvolved in the schools. They do not frequently participate in school activities, either educational or social. They do not often confer with their children's teachers or influence school decisions.

Much has been written about this nonparticipation (Zigler, 1972; Peters, 1979; Miranda, 1976). Minority language parents are inhibited by the institutional setting of most schools. If they do not speak English, they are embarrassed by their inability to communicate with school staff. They may fear exposing themselves to rejection. Not understanding the school's program, they do not know what is expected of them. The fact remains that these parents, who represent children needing home support very badly, remain among the most isolated from the schools.

Zigler (1972) argued that the difference between middle and lower class families relates to an understanding of the educational system in which their children are enrolled. While middle class families believe that education keeps them in the middle class, lower class families do not always see that relationship. Is there a relationship between understanding our educational system and parents' ability to guide their children through that system? If there is,

then certainly most minority language parents are at a disadvantage, and their children are further hindered.

Let us assume that all students need the support of parents who understand what the school is trying to do and who can provide meaningful guidance for them as they move through the system. Increased services for minority language and handicapped students have created a knowledge explosion about the political and pedagogical complexities of providing appropriate programs. If teachers and administrators are constantly required to take additional intensive training in order to provide these required services, how can parents, whose children are the focus of our attention, be expected to understand and assimilate these changes? How can they make wise decisions for their children? Adjusting to the pressures of a constantly changing system is difficult under any circumstances—how much more difficult must it be for parents who do not speak English and yet seek help for their handicapped child?

Peters (1979) suggested that while teachers have always been aware of the importance of the family in helping the child grow emotionally and cognitively, parents have been notoriously excluded from participating in the school program in any meaningful way. Specifically pinpointing parents of minority language, handicapped children, he suggested the following areas in which parent awareness might be stimulated:

1. Understanding the relationship between language learning problems and self-esteem
2. Understanding the relationship between academic failure and lowered self-esteem
3. Child management techniques: positive reinforcement, social reinforcement, interaction patterns
4. Reinforcement of skills learned at school by providing practice at home.

Attention has focused on the education of minority language, handicapped students for only a very short time. It is not surprising, therefore, that little documentation exists regarding flexible, creative, alternative ways of addressing their needs. Recognizing that the role of parents is critical, ways must be found to involve parents as partners in the educational decision-making process. The scant research that exists suggests two approaches: (1) use of parents as paraprofessionals, and (2) expanding existing models for delivering mental health services to minority language communities.

Paraprofessionals and Home Tutoring

One response to increased demands for bilingual education and special education has been the increased use of paraprofessionals, many of them parents, within instructional settings. Certainly instructional demands on bilingual and special education teachers highlight the need for smaller classes or paraprofessional assistance, or both. Early publications focused on classroom use of paraprofessionals for clerical or monitoring activities which would enable teachers to spend more time individualizing instruction. One

parent publication (Sayler, 1971), for example, in addition to offering guidelines for recruiting parents, recommended activities for the paraprofessional such as (1) monitoring the class while the teacher worked with small groups, (2) correcting papers, (3) reviewing homework, (4) monitoring playground activities, (5) preparing art materials, or (6) duplicating materials. However, continued pressure to expand bilingual programs (as well as the availability of federal funds) created such a shortage of bilingual teachers that the role of bilingual paraprofessionals began to take on different dimensions. It became obvious that the only way to provide bilingual personnel was to place bilingual paraprofessionals with monolingual teachers and to allow the paraprofessionals to conduct actual native-language instruction under the supervision of the teachers.

Blanco (1977) pointed out the importance of involving parents in bilingual programs in order to support the child's culture and thus enhance feelings of self-worth. He suggested encouraging parents, grandparents, and community members to come into the school and share elements of their culture (songs, dances, stories) which might otherwise be untapped.

In describing procedures for training personnel in the education of bilingual, hearing-impaired children, Grant (1972) emphasized the importance of early identification and subsequent intervention with home support. The focus of the training program was on preparing various types of personnel (parents, relatives, community members, etc.), operating on the premise that teachers are not the only ones who can help these children. Grant stressed that goals should be formulated in terms of the child's family and that personnel must have an understanding and respect for the language and culture of the child.

A manual entitled *Working with Parents of Handicapped Children* (Evans, 1974) was an outgrowth of a project to develop curriculum for four-year-old handicapped Mexican American children. The manual can be used to train school or community groups and offers practical suggestions for working with these children at home. It is school-related and objective-related in that it focuses on extending the school's instructional program by helping parents reinforce activities at home.

The Houston Child Development Center (Johnson, 1974) has operated a training program for parents of Mexican American preschoolers. While the program does not focus on handicapped children, it helps parents develop the child's readiness skills to facilitate entry into school. The program encourages parents to draw on their own knowledge about the child and home. A teacher/consultant works closely with the parent to tie in appropriate child and language development theories. Family training consists of developing language instruction activities to use with the child, enhancing home management skills, and building an awareness of community resources. While focusing on the child, this program has made a unique effort to address the various elements which have traditionally prevented the participation of minority language parents in the school: language, weakening of the family structure, or nonawareness of community resources.

Another program which has attempted to extend the school into the home through parent training is the Spanish Dame Bilingual/Bicultural Project (1974). The program has produced a guide for the instructors or parents which offers daily lessons on language development, listening skills, self-concept, and cultural awareness.

Houston's Operation Fail-Safe has expanded the parent-as-a-tutor model throughout the entire district by providing bilingual computer printouts which focus on each child's reading profile and offer various suggestions for instructional activities which parents can conduct at home. Not only does this program encourage parents to share in their child's school experiences, but the individualized prescription gives teacher and parent a common focus for the child.

The few programs highlighted here certainly reflect an increased awareness on the part of educators that: (1) additional help is necessary in order to address the educational needs of minority language, handicapped children; (2) parents and paraprofessionals must be considered a valuable pool from which to draw some of this needed help; and (3) highly technical and intensive training will have to be provided in order to capitalize on these resources.

Mental Health Services

One cannot deal with special education without touching upon mental health and the delivery of mental health services. Within the context of the educational system, treatment of the emotionally disturbed or delinquent child must be addressed in terms of academic achievement and behavior management. Furthermore, the family setting within which the youngster must relate, as well as the child's impact on that family, is equally important.

There is a practical reason for including delivery of mental health services in this chapter. While acknowledging the tremendous importance of parents as resources in providing services for minority language, handicapped students, we have at the same time decried the scarce documentation of programs which focused on innovative ways of recruiting, training, and utilizing these resources. Although it is not extensive, research in the delivery of bilingual mental health services does offer some creative models for using paraprofessionals, community members, and parents as adjuncts to mental health clinics. The shortage of bilingual psychiatrists, psychologists, and similar support people is critical (Mullen, 1973), certainly as critical as the shortage of trained bilingual educators. Regardless, programs have been set up which provide needed services to the community while capacity building is going on. School districts should examine such models and should consider the feasibility of alternative delivery systems, integrating parent and community support, for bilingual special education programs.

In studying the high incidence of psychological problems among Spanish-speaking populations, Miranda (1976) noted that 60 percent of outpatient clinic clients dropped out after the first interview and 85 percent dropped out after the fifth. Other researchers (Fitzpatrick, 1971; Cohen, 1972; Bergin, 1971), address-

ing the needs of language and ethnic minorities, have reported high incidences of psychological problems (drug and alcohol abuse, family disintegration, delinquency, depression). While these populations were overrepresented in terms of hospital admissions (nonvoluntary), they were underrepresented in terms of outpatient admissions (voluntary). Clearly then, while their needs were great, members of language minorities were reluctant to seek outside help. Fitzpatrick (1971) concluded that language minorities did not seek help from mental health centers for the following reasons:

1. Therapy sessions or interviews were often held under artificial circumstances—for example, in formal, office-like surroundings, facing each other across a desk, etc.
2. In most cases a different language, certainly a different vocabulary, was used.
3. Questions were asked and interviews conducted within a conceptual framework that had no relation to the lives of the clients.

Therefore, while clinics had been set up to provide help, the target population generally did not seek it out. If they did, they frequently found it unrewarding to return.

At a joint meeting of the Puerto Rican Medical Association, the Caribbean Psychiatric Association, and the American Psychiatric Association, psychiatrists, psychologists, mental health social workers, and educators attempted to describe the state of the art of mental health services for Spanish-speaking populations by analyzing current problems and describing attempted solutions (Padilla and Padilla, 1977). The conclusions of the participants might certainly be generalized to other minority language groups. Specifically, these conclusions were:

1. There is a critical need to bring mental health services to the Spanish-speaking community.
2. Delivery of these services is a matter not only of *availability*, but also of *appropriateness*.
3. In order to be appropriate, services must take into account not only handicapping conditions but also the linguistic and cultural diversity of their client communities.

A few model programs have been established which address the needs of these communities through flexible delivery channels, and, in particular, through creative use of community support. For example, the Connecticut Mental Health Service Spanish Clinic is providing walk-in coverage five days a week for its community (Cagel, 1977). Since changing from a traditional appointment schedule to an informal walk-in arrangement, there has been a noticeable change in community acceptance of services and continued participation of clients on a long-range basis. Critical to the clinic's operation are some of the following components:

1. Bilingual personnel have been recruited and placed at all levels.
2. Through its bilingual staff, the clinic provides liaison assistance between clients and other agencies such as courts and schools.
3. Bilingual clinic personnel assume active community roles in order to strengthen ties between the clinic

and community groups. In other words, clinic personnel go out into the community.

4. Relationships between the clinic and community faith healers have been established in order to foster mutual understanding.

5. The clinic provides a special training program for bilingual paraprofessionals.

Because qualified bilingual staff is scarce, the training of paraprofessionals has been perceived as one of the most valuable parts of the program. In order to provide outreach services from the clinic to the home, paraprofessionals were recruited from within the community and trained. They function in two capacities:

1. Under the supervision of a professional staff member, they extend clinic services by providing support on a more frequent basis at home.

2. Because they are members of the community and therefore comfortable within the culture, they serve in a public relations capacity to inform the community about available services and to weaken some of the resistance which continues to exist.

The Olive View Community Mental Health Center in Los Angeles also has found training of community workers to be a viable way of extending mental health services to bilingual communities (Abad, 1974). The center's focus has been to reach schools through cooperative training programs for school staff, parents, and students. Community workers have been recruited and trained to function as liaison people in the following ways:

1. To bring the clinic to the community either through extended services or in an information dissemination capacity

2. To foster community acceptance and understanding of ongoing programs

3. To act as liaison between clients and other agencies, in particular the schools

4. To provide outreach services specifically to facilitate the clients' entry into the clinic

5. To assist in intake evaluation procedures, particularly in the native language of the client

6. To offer continuing casework assistance in the home.

The Oakland schools' Reading and Language Clinic has a two-part parent training program which is an outgrowth of their philosophy that parents are the cornerstone of the curricular services provided by the clinic (Padilla and Padilla, 1977). This program is an example of how educational services can be provided using an "outpatient" model—that is, in a manner more congruent with a mental health clinic model. The program underscores the educational tragedy that parents have been conspicuously absent from the schools, even though they are usually the most significant factors in children's lives. Parents are trained in the specific objectives of the clinic, and the program has two goals:

1. To create in parents an awareness of the problems which their children are experiencing

2. To provide a formal practicum which includes clinical sessions on how to reinforce desirable behavior and become responsive communicators with their children

The Oakland approach incorporates some of the structure of educational programming while allowing flexibility in delivery.

Parents and community members can play a vital part in providing for the education of minority language, handicapped students. We have seen that in order to provide appropriate services, resources outside of the traditional teacher/student/classroom model must be explored. Involvement of parents and community members must be considered by school systems if the mandate of P.L. 94-142 is to be met.

Teacher Training

Since 1969 the number of bilingual bicultural programs has increased dramatically. In that year there were sixty-three such programs funded under Title VII of the Elementary and Secondary Education Act, serving 22,802 students in fourteen different languages. By 1976 that number had increased to 406 programs serving 206,452 students in forty-seven different languages (Molina, 1976-77). In fiscal year 1978, 565 projects served 302,162 students in 69 languages (National Advisory Council on Bilingual Education, 1979). Similarly, the implementation of P.L. 94-142 resulted in an increase in programs for handicapped children aimed at ensuring for them the right to a free and appropriate program of education services.

As a result of *Lau* v. *Nichols* (1974) and, more recently, in response to some very strict requirements placed on the Office of Civil Rights by a federal court order (*Brown* v. *Weinberger*, 1976), OCR has drastically accelerated its reviews of school districts having linguistic minority children. Such reviews, threatening the potential loss of federal funds, have required districts to implement appropriate programs for linguistic minority children. In determining what constitutes "appropriate" programs, districts have had to take a closer look at their linguistic minority students to see where they fit within the Lau categories and to determine appropriate placement in instructional programs. Besides traditional education and special education alternatives, implementation of P.L. 94-142 and Lau-mandated programs has necessitated additional new alternatives: bilingual education programs and bilingual special education programs.

The serious shortage of bilingual education teachers and special education teachers* in existing programs has made it imperative to initiate teacher training programs. Programs for bilingual teachers increased dramatically with the advent of federal funding and as a result of demands created by Lau-mandated pro-

*A report from the National Center for Education Statistics (*The Condition of Education*, 1978) estimates that in 1977 there were 1,200 position openings in bilingual education and 3,800 position openings in special education which remained unfilled because qualified applicants were unavailable. Additionally, school districts throughout the country reported that demands for teachers in these areas would increase in the next five years.

grams. Special education teacher training programs also increased as a result of P.L. 94-142. However, the development of bilingual, special education teacher training programs is in its infancy throughout the United States.

Indeed universities and teacher training institutions have recognized the need. Many have initiated training programs which will provide for school districts needing bilingual special education support staff. Cortés (1977) suggested that universities must assume the role of change agents by approaching the training of bilingual special education staff through an interdisciplinary approach, rather than waiting for all components to be in place before creating a new department (Bilingual Special Education). An interdisciplinary approach would not only capitalize on limited bilingual personnel, but in the long run would save time and money by avoiding the petty jealousies that often arise as individual departments compete for students. Abbott (1975) similarly articulated the need to train bilingual and special education teachers in each other's disciplines in order to reach the child whose first need might span both bilingual and special education instruction. Certainly, for institutions attempting to train teachers in both fields, interdisciplinary arrangements may be the only plausible alternative since they are facing the same problems local school districts are facing: the tremendous scarcity of qualified bilingual personnel. Blanco (1977) agrees:

> To be sure, IHEs [institutions of higher education] should practice what they preach and should be in a position to conduct courses either bilingually or completely in the non-English language, but university personnel with this linguistic capability are still very rare. Local schools look to the colleges and universities to train their teachers. This presumes that the IHEs have the necessary personnel themselves. They do not at this time. IHEs with bilingual personnel training programs need that rare individual who has a pedagogical background, has academic training in two languages, and usually has doctorate in hand. The only solution to the problem is genuine cooperation among the various disciplines and departments that comprise bilingual education—both in the professional field of education and in other areas, such as the humanities, science, etc.

Since the state of the art in bilingual special education is still undeveloped, institutions which have implemented staff training programs have had to plow new ground in developing strategies for the interdisciplinary merging of objectives. What are the skills which a bilingual special education teacher must have? What kind of training programs can best develop these skills? What departments should be responsible for particular content areas? How should programs be designed to cover all skills within a reasonable time frame? There are basic principles which guide the design of any staff training program, whether at the university level or the district level. They are based on three fundamental factors (Feinberg et al., 1978):

1. The characteristics of the curricular program
2. The characteristics of the students to be served
3. The set of skills needed by instructional personnel working with the specified students in programs.

Let us examine these three components in terms of bilingual special education.

Characteristics of the Instructional Program

Bilingual Programs:

According to the Lau remedies, the following components must be included as part of the design of a Lau-mandated program:

- **Native Language Instruction.** Such instruction should focus on the developmental language skills of thinking, listening, speaking, reading, and writing in the native language.
- **English as a Second Language (ESL).** Students of limited English proficiency must be exposed to a structured English acquisition program which will ensure proficiency in the developmental language skills of thinking, listening, speaking, reading, and writing in English. Transitioning, the process of moving a student from native language reading to English reading, must be carefully planned in a bilingual program. The teacher must weigh carefully the student's reading ability in the native language, as well as English language development, before introducing reading in English.
- **Cultural Heritage.** Acknowledgment of and appreciation for the cultural background of the student must be integrated into all parts of the instructional program.
- **Content Area Instruction.** Students of limited English proficiency must be given instruction in all academic subjects so they are not held back as they are learning English. Such instruction must begin in the native language and can be reinforced using ESL methodology. As the student becomes more proficient in the second language, content area instruction must also shift to the predominant use of English.

Special Education:

According to federal law, a handicapped child is entitled to an "appropriate" program of education or training which is designed to meet his/her individual educational needs. A school district must make certain that each handicapped child is provided with a planned program which takes into account the child's handicap and provides the support necessary for learning. To the extent possible, the handicapped child must be educated in a regular classroom setting along with other school-age children. This concept is known as *mainstreaming* and reinforces the philosophy of educating a handicapped student in the least restrictive environment. The setting and the curriculum should be as similar as possible to that provided for nonhandicapped students, with handicapping conditions, learning pace, and individual learning modalities taken into consideration.

Student Characteristics

The language and cultural background of students, as well as handicapping conditions, must be considered if "appropriate" programs are to be provided. Abbott (1975) indicates that language, family structure, values, and learning styles constitute a composite of cultural characteristics which must be weighed when developing diagnostic/educational procedures for minority language children.

Language of communication is critical as is the length of time the student has been in the United States. A student who is of limited English proficiency and has been in the country seven years should be considered differently from one who has just arrived. Age is also a factor. A prescription for a mildly retarded, non-English-speaking preschool student would be different from that of a mildly retarded non-English-speaking adolescent. Finally, handicapping conditions must be considered. Children who are considered handicapped include the following (*Due Process*, 1978, pp. 2-3):

- **Mentally Retarded.** Children whose intellectual capacity is significantly below average. These children are usually divided into three groups: educable mentally retarded, trainable mentally retarded, and severely/profoundly retarded.

- **Learning Disabled.** Children who show evidence of an average or above average intellectual capacity, but who have neurological, perceptual, or similar problems which interfere with their ability to learn. This category does not include children whose learning problems are primarily caused by mental retardation, emotional disturbance, poverty, or environmental conditions.

- **Socially and Emotionally Disturbed.** Children with serious and prolonged emotional problems. A child must be evaluated by a psychiatrist before she/he can be classified as socially and emotionally disturbed.

- **Physically Handicapped.** Children needing special help because of such conditions as blindness, deafness, inability to speak, and lack of coordination.

Limited English proficient students who have difficulty learning in English are not necessarily handicapped children. Lau-mandated assessment procedures may well determine that these students are in need of bilingual bicultural or ESL programs. However, these students may also be physically or mentally handicapped and thus entitled to both bilingual bicultural assistance and to special education services.

Skills Areas

The final factor that must be considered in designing a staff training program addresses those skills areas which a teacher must have in order to merge curriculum objectives with student characteristics and thus provide an effective instructional program. Arciniega (1978) states that:

> Defining successfully the role of the ideal teacher for a bilingual bicultural special education program is no easy task because a successful program requires the teacher to function effectively in multiple roles; i.e., the teacher as community liaison person, the teacher as ethnic role model, the teacher as a master teacher of the handicapped, the teacher as bilingual specialist, and to a large extent the teacher as change agent. Thus, although we may not be able to lay blame and responsibility on the teachers in programs that are not functioning well, it is difficult to overemphasize their importance.

Arciniega presents a three-dimensional profile for an ideal teacher for early childhood bilingual special ed-

ucation programs. He particularly emphasizes cultural sensitivity and linguistic competence required for meaningful interaction with the minority language child.

- **Personal Orientation.** An effective teacher must demonstrate a conviction that cultural diversity is a worthwhile goal and must show, in particular, understanding and respect of the cultures of minority students.
- **Professional Orientation.** An effective teacher must demonstrate literacy in the language of the target population. Additionally, the teacher must possess technical, experiential knowledge relating to both bilingual education and special education. Finally, the effective bilingual special education teacher must possess the flexibility to adapt materials and techniques from both areas to meet the individual needs of the student.
- **Community Orientation.** In addition to having an understanding of the minority community and its dynamics, an effective teacher must recognize the critical role of parents and community members in the total educational process, and must possess the organizational skills to facilitate a partnership between the home and school.

A more detailed conceptual profile of an effective bilingual special education teacher has been delineated in a draft prepared by a group of educators, paraprofessionals, and parents of bilingual handicapped children, for submission to the Texas Council of Personnel Preparation of the Handicapped (*Personnel Preparation*, 1978). This document outlines six needs areas and concomitant competencies which can be developed into courses of instruction or training programs for bilingual bicultural special education. (See page 24.)

The "real life" embodiment of the qualities suggested by Arciniega and the competencies described in the *Personnel Preparation* document are reflected in the role description of a Bilingual 766 Special Needs Teacher for the Boston Public Schools. (See page 25.) From this description, one can infer a realistic picture of the actual responsibilities and the corresponding competencies of a bilingual special education teacher.

Training Program Models

What kind of programs can train teachers in the competencies necessary to meet the needs of limited English proficient, special education students? How can appropriate programs be developed if there is not only a shortage in qualified bilingual university staff, but also an equally drastic shortage of bilingual students from which to draw participants for this highly specialized training?

One promising model has been developed at the University of Houston at Clear Lake. The model builds on the university's undergraduate teacher training program which integrates bilingual education, special education, and social/cultural differences. The program anticipates the mainstreaming requirements of P.L. 94-142 and the likelihood that prospective "regular" teachers must be equipped to deal with a wide variety of children manifesting learning problems as well as differing language capabilities. The Diagnostic Special Ed-

RECOMMENDED COMPETENCIES FOR BILINGUAL BICULTURAL SPECIAL EDUCATION TEACHERS

Needs	Competencies
Development of nondiscriminatory testing tools	• Skills to develop procedures and instruments to identify learning problems of limited English proficient, handicapped children • Understanding the relationship and differences between screening and assessment (placement instruments) • Knowledge and interpretation of intelligence tests, free of cultural stereotypes • Knowledge of diagnostic and achievement instruments by academic subjects • Knowledge of research skills for test construction • Knowledge of language assessment and evaluation tools • Knowledge of language proficiency measures • Knowledge of sociocultural differences from a positive standpoint
Cross-cultural sensitization of special educators	• Awareness of cultural and linguistic differences from a positive standpoint • Knowledge of different teaching and learning styles • Ability to communicate cross-culturally
Diagnosis of language disorders	• Ability to distinguish between non-English dialect variations and transference into English • Knowledge of bilingualism/biculturalism • Knowledge of child language development theories • Knowledge of speech or language disorders in the child's vernacular language • Knowledge of language assessment tools
Development of bilingual bicultural educators into special educators	• Standard state certification requirements in special education areas • Language skills and cross-cultural communication
Parent counseling and training	• Language skills and cross-cultural communication • Thorough knowledge of special education in the particular disability of the child
School and community counseling services	• Understanding parental child-rearing practices and attitudes toward their handicapped children • Ability to deal with parental fears and frustrations • Knowledge of interpersonal skills for communication • Ability to work with ethnic-linguistic communities

BILINGUAL 766 SPECIAL NEEDS TEACHER

Bilingual special needs teachers are in a challenging position. Besides needing to know the nature of their students' problems and appropriate teaching techniques, they must master areas such as curriculum content, methods and materials in bilingual and special education, organization of the individual programs, and the distribution and effective use of time. As a special education specialist, the bilingual 766 teacher serves a dual function: (a) provides individualized instruction to special needs students of limited English-speaking ability and (b) serves as a resource for regular bilingual teachers by suggesting techniques and materials which will be effective in teaching students within the regular classroom.

Responsibilities **Competency Areas**

1. Assess students
   - Knowledge of diagnostic process and ability to use the results
   - Ability to provide special educational assessments based on observations of students, criterion-referenced tests, and conferences with referring teachers

2. Participate in core evaluations and review conferences
   - Ability to articulate a theoretical and practical base for decision making
   - Ability to formulate general and specific objectives in behavioral terms

3. Provide direct services to special needs students of limited English-speaking ability
   - Ability to use individualized instruction techniques to intervene effectively
   - Ability to use different types of materials for different levels of achievement
   - Knowledge of methodology for teaching students of different second-language proficiency levels
   - Ability to adequately use ready-made materials; ability to adapt and design other materials in accordance with the needs of limited English-speaking students
   - Ability to communicate effectively with the students in their native language
   - Familiarity with the regular bilingual curriculum

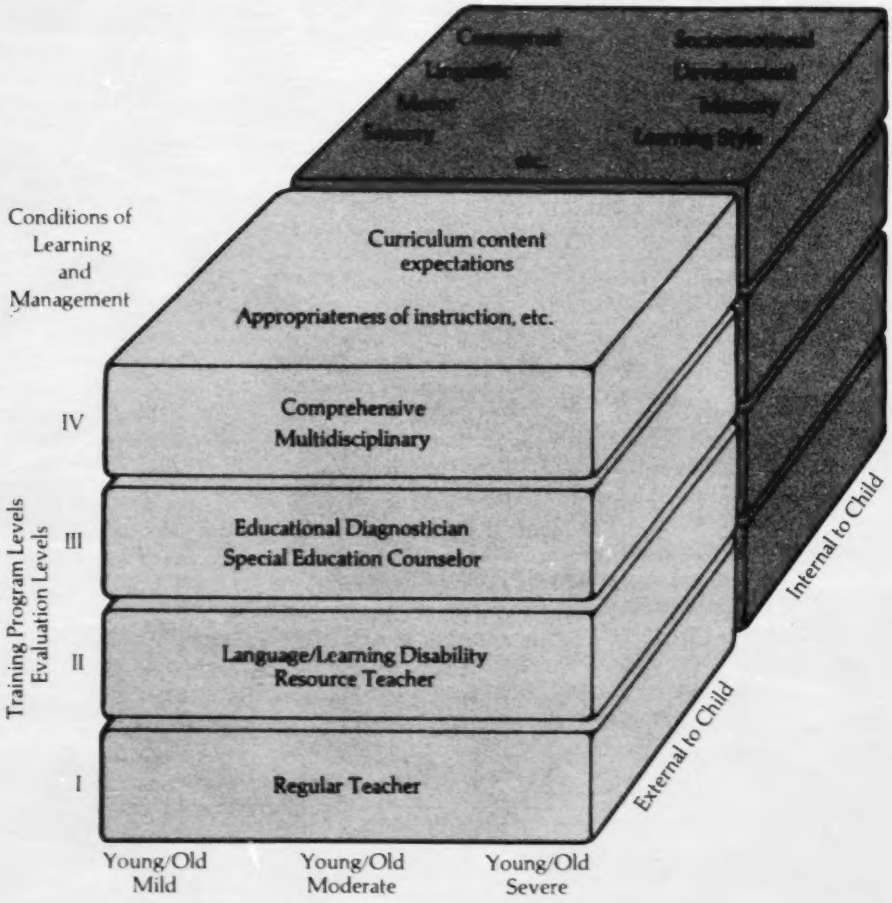
4. Confer with other assessors, parents, and regular bilingual teachers
   - Ability to form consultation relationships with parents and colleagues

5. Provide quarterly progress reports
   - Ability to chart student progress and write concise progress reports which reflect program success or failure

6. Provide support and training for parents and colleagues
   - Ability to create a climate for exchange; ability to arrange or conduct inservice training for parents and regular teachers

ucation Personnel Preparation Program (1978) is a graduate program which trains the regular teacher as either a special education resource teacher, special education counselor, or diagnostician. A bilingual component is included at all levels.

The Diagnostic Special Education Personnel Preparation Program is based upon the conceptual model of Feinberg, Cuevas, and Pérez (1978) and incorporates the three factors which they describe: curriculum characteristics, student characteristics, and



Diagnostic Special Education Personnel Preparation Program
The University of Houston at Clear Lake

Figure 1
Program Schema
The Child: Age and Degree of Disability

teacher skills. The program schema presented in Figure 1 clearly illustrates the model. The model describes the interaction between the regular teacher preparation program and the increased specialization of the diagnostic special education program. Student characteristics in terms of age and degree of disability are also indicated. Conditions of learning and management are subdivided into those which are internal (language, learning style, visual processing, etc.) or external (home conditions, inappropriate curriculum expectations, etc.). Finally, the levels of evaluation represent the levels of training and expertise that program participants must have in order to make instructional decisions for their students.

The overall objective of bilingual bicultural professional development should not be to create a new field, but rather to integrate the already-existing expertise of practitioners in related fields who are presently providing services to either limited English proficient or handicapped children. Present attempts to provide appropriate training are still exploratory. As programs develop and send practitioners into the field of bilingual special education, new and better assessment tools and instructional techniques will emerge. Certainly heretofore unknown needs will emerge requiring still newer and more creative training approaches.

Program Implementation

There is sufficient documentation to support the fact that the education of linguistically and ethnically different children has been similar in some ways to the education of handicapped children. That is, both groups of children function outside the typical educational mainstream and therefore, by their presence, highlight inadequacies in the mainstream program. Both groups have suffered as a consequence of a social value system which is essentially ethnocentric and elitist, and which historically has treated differences as shortcomings, rather than as challenges for the schools to respond to.

Political and legal pressures have forced our educational institutions to change. An ambience now exists in which differences in children are acknowledged. Although the link between legal recognition of categorical differences is at best tenuous, a giant step has been taken towards recognizing the fact that all children are capable of learning under appropriate circumstances—that teachability is not a function of heredity (Dabney, 1976), but rather, that it reflects the degree of "fit" between the learner, the content, and the instructional mode. Birch (1968) argues that if most individuals, even those with less than normal neurological endowment, have the capacity to function adequately, then certainly educators should be able to structure learning environments and conditions to develop that capacity. Indeed, recent litigation mandates that educators *must* provide appropriate learning environments and conditions, encouraging participation of the greatest number of persons in the mainstream of our society. Culturally different, ethnically different, and handicapped children must have every opportunity to learn at their fullest potential. Nothing should be permitted to stand in the way of attaining this goal.

Two things must be examined in order to ensure the ideal "fit" between learner, content, and instructional mode: the curriculum itself and the administrative support for implementing the curriculum. Curriculum is the delineation and order of concepts which are to be taught—the content of instruction. Administrative support is the who, how, and where of teaching the curriculum. These elements combine to create the learning environment, within which individual adjustments may be made for each student. Certainly, no one

curriculum or administrative design is presumed to be ideal. In attempting to educate linguistically different or handicapped students, the search for flexible and creative combinations takes top priority.

This chapter highlights key curriculum concepts which must be present if an instructional program is to reflect cultural, linguistic, and academic differences. Additionally, since administrative support systems vary so markedly from district to district as well as from school to school, a conceptual framework is presented to illustrate the complexity of administrative support necessary to provide appropriate instruction for *all* children. Finally, given the facts that the state of the art is still in its infancy and that models are being designed even as programs are implemented, brief summaries of some documented, already functioning programs for bilingual handicapped children are presented.

Curriculum and Administrative Considerations

Dabney (1976) suggests four propositions which merit consideration in designing curriculum reflecting a multicultural multilingual society.

Proposition I:

Self-concepts most conducive to optimum learning and self-actualization are nourished in the milieu which demonstrates its commitment to cultural pluralism and appreciation and understanding of differences of every variety.

This proposition is consistent with Arciniega's (1978) opinion that mandated attempts to "deal with" minority language, handicapped children by inserting a special language course, or by translating an already existing program, are not sufficient. Such add-on programs are merely attempts to placate irate parents or ethnic minorities. Rather, a serious, consistent, long-range effort must be exerted to change existing negative attitudes—to create an environment where change is encouraged through healthy interactions, where change leads to an awareness and appreciation of differences.

Proposition II:

The development of autonomy and self-actualization will be facilitated if children are encouraged to develop a Future-Focused Role Image.

Americans have been called a future-oriented society. Indeed, Coleman et al. (1966) and Singer (1974) have noted that possessing a sense of future purpose is a key ingredient to success. Many minority and handicapped children have negative aspirations for the future. If future expectations are based on past or present experiences, one can understand this phenomenon. In order for schools to encourage the development of a positive Future-Focused Role Image (Singer, 1974), every aspect of the curriculum design and administrative support system should be assessed to eliminate opportunities for failure or rejection, to encourage a positive self-concept, and to tell the child in every way, every day, that success is possible and that goals are within reach.

Proposition III:

The transcendent aspects of the curriculum design will be enriched by continuous interaction of mem-

bers of the community with aesthetic experiences.

No one can deny that our traditional curriculum has been narrowly focused. The artistic, cultural, and historical contributions of different ethnic groups, not to mention handicapped people, have been ignored. Children need opportunities to explore and gain insights into themselves as well as their environment. The arts afford a perfect opportunity for such exploration. The arts, as expressed through contact with members of one's own community, can further enhance the development of a positive self-concept.

Proposition IV:

A learning community must be established which assumes the stance of an advocate for children, which accepts the desirability of change for agreed-upon purposes and by agreed-upon processes, which knows no one teacher, and which provides the context for interaction of all elements of the curriculum design to create a consistent and coherent whole.

The model of community-based programs for delivering mental health services to linguistic and ethnic minorities has demonstrated much success (Padilla and Padilla, 1977). This model has encouraged the development of community advocates who, through their interaction with the institution and the community, have facilitated change in both arenas, ultimately leading to better services for the client.

Schools must also open themselves up to the community and encourage the active participation of parents. Such endeavors, however, must go beyond traditional "observer" or "socializing" roles. Indeed, parents must become educated, politicized, and involved in the total educational change process so that a cooperative learning community is established, a community which can agree upon present needs for changes and which can set in motion procedures for determining and meeting future needs.

Clearly, the thrust of these four propositions transcends the mere transmission of facts to include the more encompassing responsibility for encouraging individual growth and self-actualization. A multidimensional, flexible curriculum design is necessary if it is to respond to the needs of a multicultural, multilingual society. Such a design must be inclusive in two ways. First, it must ensure that most children within a broad range of capabilities can be served within its framework. Second, its goals should extend beyond the acquisition of facts to include those areas necessary for reinforcing positive feelings and success.

How can such a curriculum design be implemented? What kind of an administrative structure is necessary to support it? Carter (1978) has designed a model which shows the relationship between degrees of learning deficit, numbers of children, and intensity of help needed (see Figure 2). The model illustrates that as special problems or handicaps become more severe, the numbers or percentages of these children decrease, while the level of support necessary to teach them correspondingly increases, as does the intensity of required teacher training. At any point within this conceptual model, the culturally or ethnically different child can be found.

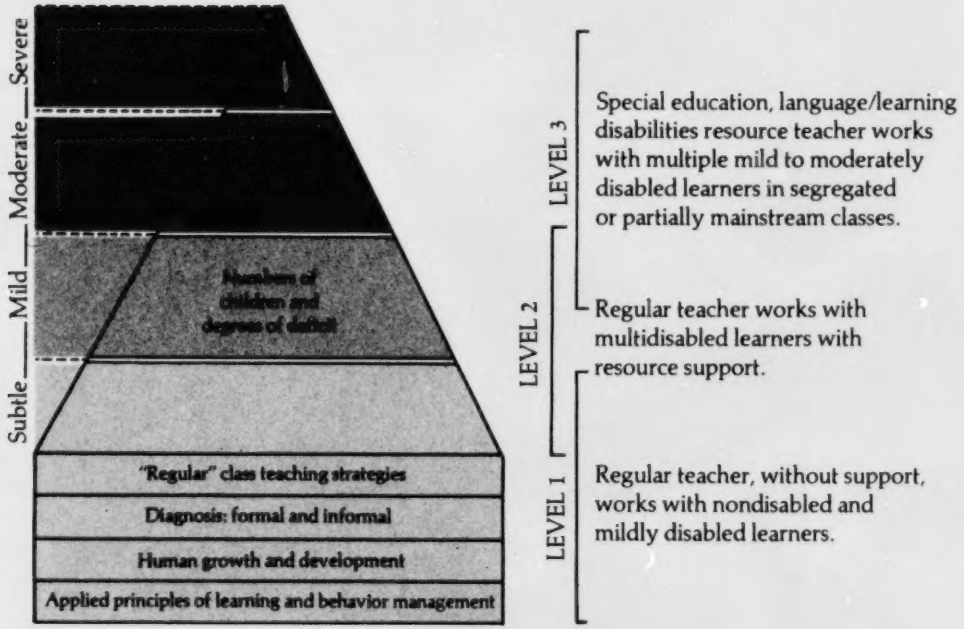

Severe
Moderate
Mild
Subtle
Numbers of children and degrees of deficit
"Regular" class teaching strategies
Diagnosis: formal and informal
Human growth and development
Applied principles of learning and behavior management
LEVEL 3
LEVEL 2
LEVEL 1
Special education, language/learning disabilities resource teacher works with multiple mild to moderately disabled learners in segregated or partially mainstream classes.
Regular teacher works with multidisabled learners with resource support.
Regular teacher, without support, works with nondisabled and mildly disabled learners.

Figure 2
Degrees of Learning Deficit, Numbers of Children, and Intensity of Help Needed

One can see then that without appropriate bilingual support at Level 1, a non-English-speaking child in the first grade might, in time, become a Level 3 student with learning deficits and emotional problems.

Clearly, the curriculum and administrative support models for minority language, handicapped children are easier to describe on paper than to implement in the schools. Nevertheless, teachers have limited English proficient, handicapped youngsters in the classrooms. In some cases, unfortunately, those children are being largely ignored because the teacher lacks the awareness, language, or skills necessary to serve such students. In other cases, creative attempts are being used to teach these students effectively. Some of these programs are described here in an effort to offer assistance to teachers facing similar problems. It is hoped that enough interest will be generated to bring about an exchange of letters, ideas, materials, and enthusiasm to refine these first models. (See page 42 for indexes to the following programs.)

Bilingual Special Education Programs

Acoma Early Intervention Project

- *Ages/Grade Levels:* Birth to five years
- *Handicapping Conditions:* Down's syndrome, cerebral palsy, Lowe's syndrome, hydrocephaly, and fetal alcohol syndrome
- *Languages:* English and Keres (Acoma)
- *Contact:*
  Associate Director of Education
  P.O. Box 307
  Pueblo, New Mexico 87034
- *Program Description:*

The Acoma Early Intervention Project (AEIP) is a three-year demonstration project funded by the Bureau of Education for the Handicapped. The program provides comprehensive services to handicapped children from birth to five years of age.

Children from birth to two and one-half years of age are generally served in a home-based program. Children from two and one-half to four years of age are usually served in day-care centers with nonhandicapped children. Day-care centers are operated by the Parent-Child Development Program (PCDP) of which the Acoma Early Intervention Project is a component. The centers attended by handicapped children are staffed with paraprofessionals who implement educational plans with support from an occupational therapist and a speech therapist. Special education teachers coordinate all efforts into a program that is appropriate for the child.

Children at home are served by home visitors who make two or three visits per week. Home visitors provide activities that facilitate the child's growth and development. Concurrently, they demonstrate activities to parents so that they can also work with the child.

Most of the children speak and understand a limited amount of Keres. The staff and parents exchange information about language development and any additional words or syllables that may be spoken. Since these handicapped children have minimal language skills at the preschool level, the staff reinforces any efforts made by the children, whether in English or in Keres.

Project LATON

- *Ages/Grade Levels:* Preschool
- *Handicapping Conditions:* All
- *Languages:* English and Spanish
- *Contact:*
  Special Projects Director
  College of Home Economics
  Texas Tech University
  Lubbock, Texas 79409
- *Project Description:*

LATON is an acronym for Louisiana, Arkansas, Texas, Oklahoma, and New Mexico, the states involved in this project. The program provides parents of handicapped preschool students, particularly Spanish-speaking students, with an understanding of resources, facilities, educational opportunities, medical terms, diagnostic processes, and techniques to help their children make the transition into public schools. The purpose of the program is to educate all interested parents in any given community about how to better understand and help their children.

A series of bilingual training manuals provides the focus for parent training meetings. The books cover topics such as:

1. Helping parents understand the needs of their children and broadening their awareness of community resources
2. Reinforcing the role of parents as primary teachers by training them how they can create learning experiences for their children at home
3. Teaching parents how to help their children make the transition into public schools.

The basic parent training program can be started in any community at minimum expense. Professional trainers are available to travel throughout the five-state region to assist in implementing the program.

Minority Trainees on Speech Satellite Teams

- *Ages/Grade Levels:* Preschool
- *Handicapping Conditions:* Speech and hearing disorders
- *Languages:* English and Spanish
- *Contact:*
  California State University
  Fresno, California 93710
- *Program Description:*

This program was developed through a grant awarded by the San Joaquin Valley Health Education Center. Its main purpose is threefold:

1. To develop methods for educating bilingual bicultural trainees to deliver speech and hearing diagnosis and therapy to rural and urban poor
2. To implement these methods through the actual delivery of services
3. To provide incentives which encourage bilingual bicultural persons to enter the field of language communication disorders and become professionals.

Undergraduate bilingual students receive training in communication disorders and are assigned to satellite centers in poverty areas to work in the following ways:

1. Assisting in screening all preschool students served by the center
2. Providing services as bilingual bicultural facilitators working with

diagnosticians, families, and clinicians

3. Participating in all clinical staff meetings.

The program has met with such success that it has been expanded to other agencies such as nursing homes and county hospitals. A manual of instruction has been developed to facilitate expansion of the program.

Responsive Environment Program for Spanish American Children (REPSAC)

- *Ages/Grade Levels:* Three-, four-, and five-year-olds
- *Handicapping Conditions:* All
- *Languages:* English and Spanish
- *Contact:*
  Clovis Municipal Schools
  800 Pile Street
  Clovis, New Mexico 88101
  (Askins, 1977)
- *Program Description:*

This program, funded by the Bureau of Education for the Handicapped, serves three- to five-year-old multihandicapped Hispanic children in Clovis, New Mexico. After four years of successful implementation, the model has been replicated in nine school districts.

The program is designed to prevent school failure through early intervention which provides children with the experiences necessary to succeed in public school.

The Responsive Environment instructional model promotes language (English and Spanish), affective, and cognitive development by responding to student's interests and needs rather than by directing the child through a series of prescribed activities.

An intensive teacher- and parent-training model is included. Extensive follow-up is done with children after they enter public school.

Project Family Link

- *Ages/Grade Levels:* Preschool, from birth to four years of age
- *Handicapping Conditions:* All
- *Languages:* English and Spanish
- *Contact:*
  Project Coordinator
  Special Projects Division
  Texas Tech University
  P.O. Box 4170
  Lubbock, Texas 79409
- *Program Description:*

This is one of several national grants known as the First Chance Network, funded by the Bureau of Education for the Handicapped. The main purpose of Project Family Link is to promote emotional, cognitive, and physical growth and development through a home-intervention model.

The project "links" families to specialized health and social services by coordinating between the public schools and area community agencies, while simultaneously providing a transition for the child into public school programs or other preschool settings such as Project Head Start.

A team of trained professionals and paraprofessionals work with the children and their parents to enhance parenting skills. A home-based teacher is assigned to each child and family. Visiting the home once a week for one and one-half hours, the paraprofessionals instruct the parents in what to teach, what to reinforce, and how to observe and report the child's behavior.

This program provides services in English and Spanish to families residing in a ten-county rural area surrounding Lubbock, Texas.

Migrant Enrichment Center

- *Ages/Grade Levels:* Grades 1-5
- *Handicapping Conditions:* Unsatisfactory academic progress based on test performance or teacher referral
- *Languages:* English and Spanish
- *Contact:*
  Program Director
  Migrant Enrichment Center
  Albuquerque Public Schools
  P.O. Box 25704
  Albuquerque, New Mexico 87125
- *Program Description:*

Although the Migrant Enrichment Center does not focus primarily on delivering services to handicapped children, it merits consideration as a flexible, creative way of providing appropriate educational experiences in a bilingual bicultural setting to children who span a broad range of intellectual levels.

The Migrant Enrichment Center's curriculum is based on science and mathematics integrated with language arts. Its underlying structure is the Piagetian theory of development, that is, the assumption that children go through a series of developmental stages in a fixed sequence. Therefore, instructional activities are presented in a manner congruent with the child's level of development, rather than grade or age.

Children attend the program on two consecutive afternoons for two-hour sessions. On days when they do not attend the center, staff members go to the schools to provide on-site tutorial assistance.

Since the range of English and Spanish fluency varies, all written instructions are in both languages and are color coded so that students can work in whichever language they feel comfortable. However, the total language component involves expansion and enrichment of both English and Spanish as part of the child's total cognitive development.

At present the center is serving approximately sixty-two migrant students.

Project Prep

- *Ages/Grade Levels:* Grades 9-12
- *Handicapping Conditions:* Academically retarded, emotionally disturbed
- *Languages:* English, Spanish, Cape Verdean, Haitian
- *Contact:*
  Director
  Career Education
  26 Court Street
  Boston, Massachusetts 02108
- *Program Description:*

The general objective of this program is to enable handicapped persons to develop marketable skills in order to secure employment. To properly recommend or advise what is appropriate for an individual, one must know what the individual's interests are and what natural abilities or worker traits the person has. Worker traits are assessed with work sample batteries developed over a period of more than ten years and designed for use by minimal readers (fourth or fifth grade level) and non-readers. The results of these assessments are correlated to various career materials, making it possible to place the student in one or more autotu-

torial exploratory stations which cover such topics as: basic power hand tools, electrical wiring, basic machinery, small two-cycle engines, dietary services, basic touch typing, hospital services, and supermarket cash register training.

A student's language capabilities are determined through the special education process and during the development of the Individualized Educational Plan (IEP). Bilingual staff members assist students in completing the work samples. Instruction is given in English or other languages as necessary.

An intensive inservice training program is required for all teachers.

Improving Bilingual Instruction and Services in Special Schools

- *Ages/Grade Levels:* Grades 3-12
- *Handicapping Conditions:* Emotionally disturbed, mentally retarded, language and hearing impaired
- *Languages:* English and Spanish
- *Contact:*
  Office of Educational Evaluation
  New York City Board of Education
  66 Court Street
  Brooklyn, New York 11201
  (Lesser, 1975)
- *Program Description:*

This program, funded by Title I, was designed to provide an intensive, individualized reading program in English and Spanish to over 1,100 Spanish surnamed students categorized as socially maladjusted, emotionally disturbed, language-hearing impaired, and mentally retarded. Additionally, the program sought to foster better home-school-community relations. Bilingual teachers and paraprofessionals provided small group and individualized instruction in English or Spanish as appropriate. Bilingual guidance services were an integral part of the program.

Because of the broad span of grade levels and sites (twenty-five schools), the actual design varied from school to school. However, first year results indicated that reading scores improved. Additionally, the use of bilingual staff and the increased use of Spanish as a communication vehicle appeared to have had a positive influence on student adjustments and ability to learn.

Comprehensive Hearing Impaired Reception Program (CHIRP)

- *Ages/Grade Levels:* Grade 7-12
- *Handicapping Conditions:* Hearing impaired
- *Languages:* English and Spanish
- *Contact:*
  Office of Educational Evaluation
  New York City Board of Education
  66 Court Street
  Brooklyn, New York 11201
  (Oxman, 1975)
- *Program Description:*

CHIRP is designed to improve communication skills for limited English-speaking ability, hearing impaired students. It supplements already existing resource rooms for the hard of hearing in fourteen sites. In the resource rooms students receive instructional support services for part of the day and then attend either regular classes or work-study programs. These programs are usually not bilingual. CHIRP provides an additional forty minutes of individualized or small group language lessons, conducted in English or Spanish.

Although pre- and posttest scores have not shown significant gains, there is an indication that when CHIRP teachers go beyond the scope of the program (e.g., visit the home, visit the student in other classrooms, or invite the student's friends to visit his/her classrooms), there is a positive change in the student's attitude toward school and learning.

Bilingual Food Service Program

- *Ages/Grade Levels:* Grades 10-12
- *Handicapping Conditions:* Learning disabilities
- *Languages:* English and Spanish
- *Contact:*
  Bilingual Counselor
  Occupational Resource Center
  240 Heath Street
  Jamaica Plain, Massachusetts 02130
- *Program Description:*
  This program serves twenty Spanish-speaking students, providing both regular education and special education. Objectives are:

1. At the end of the nine month program, bilingual students in their senior year will enter full-time employment in the Food Service Institute.
2. At the end of the nine month program, nonsenior bilingual high school students will enter a work-study program.
3. At the end of the nine month program, bilingual high school students will demonstrate and practice food service skills under commercial standards within a realistic work setting.
4. At the end of the nine month program, bilingual students will identify with 80 percent accuracy in both English and Spanish common foods, utensils, and operations performed in the food service industry.

Students are referred to the Bilingual Food Service Program by a core evaluation team consisting of a teacher, a guidance counselor, a school psychologist, a parent, and a team leader who is a specialist in the field of special needs.

The course is taught bilingually. Students learn the names of the materials in both English and Spanish.

Psycholinguistic Learning Disabilities in Mexican American Students

- *Ages/Grade Levels:* Grades K-6
- *Handicapping Conditions:* Mentally retarded
- *Languages:* English and Spanish
- *Contact:*
  Principal
  Valley View School
  Coachella, California 92236
  (Jorstad, 1971)
- *Program Description:*
  This program was a first attempt to reinforce oral language development, before introducing reading to a group of mentally retarded Mexican American students. The principal, two reading specialists, cooperating teachers, and the school psychologist constructed a collaborative planning model to help these students. Using *Illinois Test of Psycholinguistic Abilities* profiles, the team designed a multimedia approach based on individual strengths and weaknesses. A program was developed for each child and shared with the faculty members who worked with the child and the child's

parents. Consistency in reinforcement was stressed. It was the opinion of the faculty that the approach was successful and, in fact, merited expansion to other groups of children.

Bilingual Programs for Physically Handicapped Children

- *Ages/Grade Levels:* Grades 1-6 and junior high
- *Handicapping Conditions:* Language handicapped, physically handicapped
- *Languages:* English and Spanish
- *Contact:*
  Office of Educational Evaluation
  New York City Board of Education
  66 Court Street
  Brooklyn, New York 11201
  (Sanua, 1975)
- *Program Description:*
  This program was designed to provide a learning environment in which non-English-speaking handicapped children would be able to function in their native language. Along with English as a second language, emphasis was placed on improving communication in the native language.

  The project used bilingual itinerant teachers who worked in two schools providing individual or small group instruction two or three times a week. Instruction included Spanish language arts and Hispanic history and culture. Curriculum development, teacher training, and parent involvement were integral parts of the project.

Early On

- *Ages/Grade Levels:* Birth to nine years of age
- *Handicapping Conditions:* Severely and multiply handicapped
- *Languages:* English and Spanish
- *Contact:*
  Project Director
  Special Education Department
  San Diego State University
  San Diego, California 92110
  (McClard et al., 1978)
- *Program Description:*
  Early On, funded through the Handicapped Children's Early Education Program, is managed through the Special Education Department of San Diego State University. Specifically the program provides educational intervention to severely and multiply handicapped children and their families, using a two-pronged collaborative approach: school-based and integrated home-based services.

  The staff consists of a diagnostic teacher, a home teacher/visitor, and two instructional aides. A comprehensive instructional management system provides constant and responsive feedback for continued communication between school and home.

  Spanish is used primarily as a tool for communication with the parent and child. Depending upon individual needs, instruction is provided in Spanish.

Coordinated Services for Handicapped LESA Students

- *Ages/Grade Levels:* Grades K-5
- *Handicapping Conditions:* Not specified
- *Languages:* English and Spanish
- *Contact:*
  Bilingual Department Director
  Houston Independent School District
  3830 Richmond Avenue
  Houston, Texas 77027

- *Program Description:*

The Houston Independent School District received funding for the 1979-80 school year to implement a Title IV-C (P.L. 95-561) project which trains bilingual and special education teachers who share instructional responsibilities for identified special education students with limited English-speaking ability. The major goal is to provide appropriate instruction when a bilingual special education teacher is not available.

The two objectives for the first year of a three-year funding cycle are:

1. The project staff will develop a coordinated instructional model and will train teachers to implement the skills learned in the model.
2. Four months after training, 80 percent of the project participants will develop coordinated plans as documented by completion of a planning behavior checklist developed by the project staff.

Bilingual Special Education Career Orientation Program

- *Ages/Grade Levels:* High school
- *Handicapping Conditions:* All
- *Languages:* English, Spanish, Portuguese, Haitian
- *Contact:*
  Program Development Specialist
  26 Court Street
  Boston, Massachusetts 02108
- *Program Description:*

The position of bilingual career instruction manager is a prototype of the creative use of bilingual personnel to provide necessary support for ongoing programs. The career instruction manager assists bilingual special-need students to enter appropriate mainstream skill-training programs. He/she advises the evaluation team, shop teachers, and resource teachers as they design and implement adapted occupational educational plans. Specific responsibilities include:

1. Using existing school resources to assist bilingual students in exploring career possibilities through structured experiences, career-related resource programs, and individual counseling
2. Ensuring that each student receives appropriate related academic training
3. Conducting ongoing evaluations of each student's potential and interests by using reports from resource teachers and career assessment instruments
4. Informing and involving parents in the occupational education process
5. Consulting with occupational education teachers about students who will be placed in their shops.

The career instruction manager is a key liaison between students' needs, parents, and available programs.

Itinerant Bilingual Services Program for Title I Eligible CRMD Children

- *Ages/Grade Levels:* Grades 1-12
- *Handicapping Conditions:* Mentally retarded
- *Languages:* English and Spanish
- *Contact:*
  Office of Educational Evaluation
  New York City Board of Education
  66 Court Street
  Brooklyn, New York 11201
  (Muller, 1975)

- *Program Description:*

This program involved 450 bilingual mentally retarded students in twenty-seven schools. Its two main objectives were:

1. To improve students' abilities to communicate in both English and Spanish
2. To raise students' reading and mathematics scores.

Bilingual teachers and paraprofessionals provided services to students on an itinerant basis. Professional staff were trained in both bilingual education and special education and were instructed to use Spanish primarily for giving directions and explanations and for establishing rapport. English as a second language was prescribed when needed. Reading and mathematics instruction was given on a flexible basis depending on the needs of students.

This program got off to a less than ideal start since it did not become operational until the middle of the school year. Additionally, problems generally associated with "pullout" programs (lack of space, lack of cooperation from other staff members, new staff, etc.) were another disadvantage. In spite of these drawbacks, summary results and feedback indicated that the program was successful, had great future potential, and should be incorporated into the overall planning for bilingual mentally retarded students.

A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican American Children

- *Ages/Grade Levels:* Four- and five-year-olds
- *Handicapping Conditions:* Not specified
- *Languages:* English and Spanish
- *Contact:*
  Southwest Educational
  Development Laboratory
  211 E. 7th Street
  Austin, Texas 78701
  (Evans, 1974)
- *Program Description:*

The program was designed to assist four-year-old handicapped children by developing:

1. Instructions for assessing these children
2. Appropriate instructional materials for these students
3. Materials to help minimally-trained teachers provide services for these students
4. Strategies for working with parents.

An observational *Checklist for Referral* was used to help teachers identify those children who should be referred for special help. An instructional guide included one general and six specific checklists which covered the areas of health, vision, hearing, speech, motor, and social/emotional development. Supplementary materials in the six special areas were correlated with materials in the *Bilingual Early Childhood Program* (BECP) to help the teacher focus on the child's specialized needs within the framework of instructional objectives.

Bilingual (Portuguese) Special Education Program

- *Ages/Grade Levels:* Grades K-12
- *Handicapping Conditions:* Not specified
- *Languages:* English and Portuguese

- *Contact:*
  School Psychologist—Chairperson
  Bureau of Pupil Services
  Lowell Street School
  25 Lowell Street
  Cambridge, Massachusetts 02138

- *Program Description:*
  This program serves approximately eighty to ninety-five Portuguese bilingual special education children in grades K-12. Eight bilingual teachers are involved. The program parallels the monolingual special education program but uses two languages as necessary. One bilingual school psychologist serves both the elementary and secondary levels. In addition, the following bilingual support staff is available:

  ▷ Elementary: Two learning disability specialists, two guidance and school adjustment counselors, two special educators, and one special education aide

  ▷ Secondary: One part-time school adjustment counselor, one guidance counselor, and one special education educator

  Initially, students are assessed in their native language as well as in English. The staff works with the entire program in a support and resource capacity. When a child requires placement in a self-contained classroom, he/she is usually assigned to a monolingual English classroom due to the shortage of Portuguese bilingual teachers. However, a Portuguese-speaking aide is provided whenever possible.

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Materials

At all levels and in all languages there exists a shortage of quality bilingual materials. In general, materials which are currently available assume two things:

1. Target students are fluent in their native language.
2. Target students are progressing at normal or near normal developmental rates.

Bilingual bicultural educators question the above assumptions. Many students in bilingual classrooms do not have an adequate language base in their own native language. Additionally, some minority language students are handicapped and, therefore, require materials which address their handicaps as well as instructional content. Few programs or publishers are addressing these highly specialized needs.

A Study of the State of Bilingual Materials Development and the Transition of Materials to the Classroom (1978) revealed that textbook publishers are not committed to moving into the instructional materials market for bilingual education. Major publishing houses have not ventured into the field. Those that do list bilingual materials in their catalogs have focused almost exclusively on Spanish materials at the elementary level and English-as-a-second-language materials. It seems, at best, that the textbook publishing industry is cautiously responsive to the bilingual market. Therefore, it is unlikely that major advances can be anticipated in the bilingual special education market given its limited and developmental nature. What is certain is that as more bilingual special education programs are established and as bilingual special education teacher training programs increase, practitioners will develop their own materials. Federal, state, and local funds will have to focus increasingly on these highly specialized needs.

In the meantime, some bilingual materials are available—and some special education materials (which are not necessarily bound to a specific language) are available. Training programs for bilingual special educators will have to focus on creatively adapting both kinds of materials.

State departments of education, in response to P.L. 94-142, have developed special education materials dissemination networks for their own

states. Educators wishing to find out what materials are available for handicapped children should begin by contacting the special education division of their state department of education and asking for the closest materials dissemination source. Most states provide the following information about materials: handicapping conditions, reading level, grade level, content area, language, and source. Additionally, many have materials checkout services.

For locally developed bilingual materials, Title VII legislation made possible the establishment of several bilingual materials development centers which have developed and tested materials for different grade levels and content areas in languages such as Spanish, Cantonese, Filipino, Korean, Japanese, French, Portuguese, Greek, Italian, Haitian, and Navajo (Blanco, 1977). Some of these materials have been published and disseminated through dissemination and assessment centers. *Cartel*, a publication of the Dissemination and Assessment Center for Bilingual Education, provided annotated listings of materials prepared by the bilingual materials development centers, local projects, and commercial publishers. *Cartel* is no longer published on a regular basis; however, copies of the cumulative issues are still available. The National Clearinghouse for Bilingual Education (1300 Wilson Boulevard, Suite B2-11, Rosslyn, Virginia 22209) can provide specific information regarding these and other materials. They are currently developing a bibliographic database of instructional and professional materials related to bilingual education.

At the time of this writing, changes in the Title VII regulations suggest some alterations in the materials development and dissemination process for the bilingual network ("Program Changes. . .," 1979). For one thing, dissemination and assessment centers (DACs) will in the future be called Evaluation, Dissemination, and Assessment Centers (EDACs). Additionally, materials development activities will be conducted through discrete contracts rather than grants. The focus, scope, and location of these contracts are undetermined at the present time. What languages will be served? What grade levels will benefit? Will the needs of handicapped students be considered? Since the regulations will govern the operation of programs beginning in fiscal year 1981, answers to these questions will not be forthcoming until proposals are submitted and approved. The Office of Bilingual Education and Minority Languages Affairs (400 Maryland Avenue, S.W., Washington, D.C. 20202) or the National Clearinghouse for Bilingual Education (1300 Wilson Boulevard, Suite B2-11, Rosslyn, Virginia 22209) will be able to provide current information.

A Bibliography of Bilingual Bicultural Preschool Materials for the Spanish Speaking Child (1977) has been compiled by InterAmerica Research Associates (1555 Wilson Boulevard, Suite 600, Rosslyn, Virginia 22209). It constitutes the most recent published listing of materials to use with a preschool bilingual child. While the emphasis is on Spanish materials, other languages are included if available. Descriptive information includes:

- **Who**—target students including age, grade level, handicapping condition, and language

- **Where**—publisher information including price, addresses, and telephone numbers for additional information
- **How**—teacher suggestions for effective use, including grouping suggestions
- **When**—use of materials within an instructional framework, sequencing suggestions.

Three categories of materials are described: curriculum guides, instructional materials, and supplemental materials. Most important, all materials included in the bibliography have been used and verified by teachers.

Developmental Learning Materials (7440 Natchez Avenue, Niles, Illinois 60648) is a commercial publisher that offers materials for the handicapped child in both English and Spanish. Although the materials have not been adapted to make them more culturally relevant, they do represent an earnest attempt to provide high quality materials in a format suitable for different learning modalities, for special education teachers who have Spanish-speaking children in their class. Materials are available in the areas of self awareness, motor skills, mathematics, communication skills (reading and language), and social awareness.

The above resources represent a listing of current available resources for bilingual and/or special education teachers who are looking for suitable materials to provide for the varied needs of the students they may be serving. Admittedly, there are large gaps in the present availability of either commercial or locally developed materials. Instructional materials in languages other than Spanish are virtually unavailable. High interest materials for older children are difficult to find in any language. Finally, materials to address visual, auditory, or other handicapping conditions are absent in languages other than English. Certainly the burden of effective use of materials will rest on the teacher's initiative and creativity in adapting existing materials.

Some additional materials, which have been developed specifically for a bilingual handicapped target population, are listed below. Certainly it is hoped that as programs expand, and as our expertise in this area becomes more selective, this list will increase dramatically (Trohanis et al., 1978).

- *El camino hacia la aceptación* (The Road to Acceptance). This book is a counseling guide for Spanish-speaking parents which focuses on helping parents to accept and understand their feelings about their exceptional child. The book is available from the Special Preschool Outreach and Training Garnett Achievement Center, 2131 Jackson Street, Gary, Indiana 46407.
- *Cultural Diversity in a Highly Exceptional Child.* This book highlights for teachers, administrators, and the general public current aspects of cultural diversity, language, culture, and exceptionality. It provides information on Hispanics, Blacks, American Indians, and Asian Americans. It is available from the Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.
- *Handling the Young Cerebral-Palsied Child at Home.* This is a guide for parents, teachers, and professionals who work with cerebral-palsied

children. It is available in English and Spanish from E.P. Dutton and Company, 201 Park Avenue South, New York, New York 10017.

- *Helping Young Children Develop Language Skills: A Book of Activities.* This book, available in English and Spanish, contains instructional games and stories based on the *Illinois Test of Psycholinguistic Abilities.* It is available from the Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

- *How to Fill Your Toyshelf without Emptying Your Pocketbook.* This book, available in Spanish and English, provides detailed instructions for making learning materials for handicapped and nonhandicapped children. All items can be constructed from materials ordinarily found in the home. Detailed instructions for developing skills in the areas of visual, auditory, gross motor, and language concept development are suggested. The manual is available from the Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

- *John Tracy Clinic Correspondence Learning Program for Parents of Preschool Deaf-Blind Children.* Twelve correspondence lessons available in English and Spanish show parents how to understand and communicate with their deaf-blind child in the home. Lessons are available from the John Tracy Clinic, 806 West Adams Boulevard, Los Angeles, California 90007.

- *Partners in Language: A Guide for Parents.* This book is available in both English and Spanish and is designed to enhance the role of the parent as the child's first language teacher. It is available from the American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, Maryland 20852.

- *Supplementary Activities for Level II: Remedial Activities for Differences in Learning Abilities.* This book is a bilingual (English and Spanish) looseleaf manual which provides supplementary activities for use with the *Bilingual Early Childhood Program.* The manual organizes activities into twenty units which focus on visual, auditory, and motor skills, as well as ideas and concepts, through the overall component of language development. All activities are designed to use with the mildly to moderately handicapped preschool youngster. The manual is available from National Educational Laboratory Publishers, P.O. Box 1003, Austin, Texas 78767.

- *Working with Parents of Handicapped Children.* This is a bilingual manual (Spanish and English) written for teachers to help them work with parents of handicapped children. It discusses understanding how parents feel and provides suggestions for meeting with parents and for following up on those meetings. It is available from the Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

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